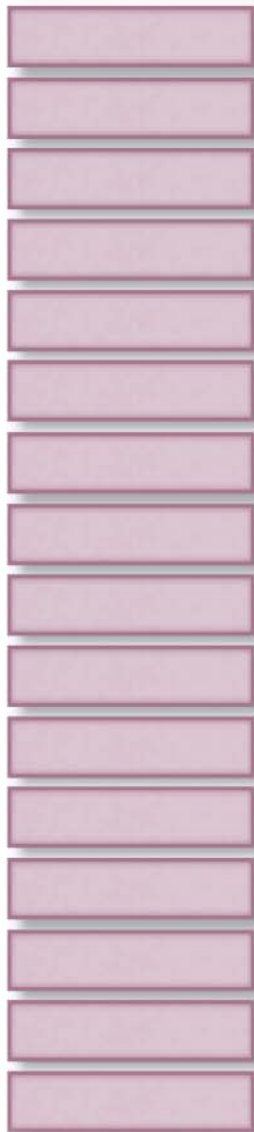


# ***ISTEP+***

## Grade 4 Item Sampler



**Acknowledgment:** State of Indiana Department of Education is indebted to the following for permission to use material in this book.

All brand and product names found in this publication are the trademarks or registered trademarks of their respective companies and are not associated with the publisher of this publication.



Developed and published under contract with State of Indiana Department of Education by CTB/McGraw-Hill LLC, a subsidiary of The McGraw-Hill Companies, Inc., 20 Ryan Ranch Road, Monterey, California 93940-5703. Copyright © 2004 by State of Indiana Department of Education. All rights reserved. The contents, or parts thereof, may be reproduced for educational use in connection with the Indiana Statewide Testing for Educational Progress provided such reproductions bear copyright notice, but may not be reproduced in any form for any other purpose without permission of the publisher. Only State of Indiana educators and citizens may copy, download, and/or print the document, located online at <http://www.doe.state.in.us>. Any other use or reproduction of this document, in whole or in part, requires written approval of State of Indiana Department of Education and CTB/McGraw-Hill LLC.

# Table of Contents

<b>Letter from Dr. Suellen Reed .....</b>	<b>5</b>
<b>Introduction .....</b>	<b>6</b>
<b>Frequently Asked Questions .....</b>	<b>7</b>
<b>English/Language Arts .....</b>	<b>11</b>
Grade 3 Indiana Academic Standards .....	11
Passages .....	12
Sample Test Items.....	17
<b>Mathematics .....</b>	<b>49</b>
Grade 3 Indiana Academic Standards .....	49
Sample Test Items.....	50



Dear Colleague:

In this sampler, you will find information designed to guide, direct, and clarify your efforts in preparing for and administering Indiana Statewide Testing for Educational Progress-Plus (*ISTEP+*). We want your students to be prepared to pass *ISTEP+* every time they take the test, and we feel this sampler is an excellent instructional resource.

As a classroom teacher, your knowledge of the Indiana Academic Standards assessed on *ISTEP+* is very important. Your ability to use that knowledge in your instructional strategies with your students and your familiarity with all aspects of test administration are critically important to students' success on the test and with the rest of their coursework. You influence students' choices and futures as well as their academic achievement.

We expect that the information provided in this sampler will help you in your ongoing efforts to educate and motivate your students. Please see the Department of Education's Web site at **[www.doe.state.in.us](http://www.doe.state.in.us)** for additional information about Indiana Statewide Testing for Educational Progress-Plus (*ISTEP+*).

Thank you for all you do to prepare students to meet the challenges they will face in this ever-changing and challenging world.

Sincerely,

A handwritten signature in black ink that reads "Dr. Suellen Reed". The signature is written in a cursive, flowing style.

Dr. Suellen Reed  
Superintendent of Public Instruction

# Introduction

The *Grade 4 Item Sampler* provides information about the *ISTEP+* tests for students, parents, educators, and others affected by the tests. The information in this sampler has been compiled by the Division of School Assessment of the Indiana Department of Education and CTB/McGraw-Hill, the test development contractor for Indiana.

The test items (questions) in this sampler are intended to provide teachers with specific examples of how the different standards will be measured on the test. These examples can serve as models when teachers are constructing test items for classroom assessment. The sampler is not a practice test. This book includes sample test items and scoring rubrics for both English/Language Arts and Mathematics that reflect the Indiana Academic Standards adopted in November 2000. All items included in this book are samples only and **not** actual items. The scoring rubrics presented for Language Conventions and Writing Applications are the actual rubrics used to score the writing prompts and/or extended-response items for English/Language Arts. All samples are representative of the types of items that students taking the *ISTEP+* assessment at Grade 4 will be required to answer.

A condensed version of the Indiana Academic Standards is included in this sampler. These are the skills that all Indiana students are required to know and be able to perform. Complete copies of the Indiana Academic Standards can be obtained from the Department of Education's Web site at [www.doe.state.in.us](http://www.doe.state.in.us) or directly from the Department of Education.

# Frequently Asked Questions

**Q. What are the *ISTEP+* assessments for Grades 3 through 9 designed to do?**

**A.** These assessments measure students' mastery of the Indiana Academic Standards in English/Language Arts and Mathematics taught in the grade levels **prior** to Grades 3 through 9. They are part of a statewide testing program designed to connect student learning, classroom instruction, school improvement, and educational goals. *ISTEP+* results provide information about the strengths and weaknesses of individual students as well as aggregate data about school, district/corporation, and state performance. The test is designed to permit inferences about student achievement in the critical knowledge and skill areas defined by Indiana's Academic Standards and to evaluate curriculum choices and instructional strategies. It is **not** intended that grade-level curricula be restricted to the content of this test. The required criterion-referenced test consists of two parts: the Basic Skills Assessment (multiple-choice items) and the Applied Skills Assessment (open-ended items).

**Q. What are the Indiana Academic Standards?**

**A.** In collaboration with state K–12 educators, the Indiana State Board of Education has adopted world-class standards for each grade level in English/Language Arts and Mathematics. These learning outcomes require that Indiana schools have rigorous curricula aligned with state standards and that students learn the skills and knowledge deemed necessary for successful performances in school, at work, and in the community. *ISTEP+* testing for Grades 3 through 9 is based on the academic standards from **previous** school years. For example, testing in Grade 3 measures mastery of Indiana Academic Standards for Grades K–2, Grade 4 measures K–3 standards, and Grade 5 measures K–4 standards, etc. While these standards set expectations for student learning, they do not prescribe how the standards should be taught. Teachers should use their considerable skills, experience, talents, and creative resources to design standards-based classroom instructional activities tailored to meet the individual needs of their students. Copies of the *Teacher's Edition of Indiana's Academic Standards* have been forwarded to all school administrators.

**Q. In what ways are *ISTEP+* results linked to state and federal accountability?**

**A.** Indiana is required by state and federal law to administer a statewide assessment program that systematically measures student performance and monitors progress toward pre-established goals by all schools. *ISTEP+* results are a primary component for educational accountability under both Public Law 221 (state) and No Child Left Behind (federal). Testing data are also used to inform local decision making and guide Continuous School Improvement initiatives.

**Q. How are test items created for this assessment? How does Indiana ensure that the test items are valid and unbiased for our students?**

**A.** Since 1987, in conjunction with a test development company (CTB/McGraw-Hill), Indiana educators have collaborated in all steps of the test design and item development process. Indiana teachers help determine how standards will be tested by providing to the test developer assessment guidelines for the standards. Teachers review and approve all reading passages prior to the construction of test items and

review all test items to ensure that they are developmentally appropriate for the grade level and that they accurately measure the standards they were designed to assess. After additional reviews by the Citizens Review Committee and the Sensitivity Review Committee, items are evaluated on a pilot test form administered to Indiana students. Only items approved through these measures will appear on the actual *ISTEP+* assessments.

**Q. How are test items scored?**

- A. Multiple-choice (selected-response) items are scored by machine in Salinas, California. Open-ended (constructed-response) items are read and electronically scored in Indianapolis by trained scorers. Scores on these items are based on correct answers as well as on level of understanding and ability to communicate. Rubrics guide scorers in assigning scores on the writing prompts and the open-ended items. Each rubric contains a list of acceptable responses (exemplars) as well as a description of the level of performance for each score point. If a student gives a response that is not listed as an exemplar but is supported by the text, the student receives credit for the response. Anchor papers are selected for each designated score point of an item. These are used as guides for the scorers in scoring the applied skills sections.

**Q. How does Indiana ensure that scoring is reliable?**

- A. Potential scorers, who must be college graduates and meet other competitive qualification requirements, are screened carefully during two interviews. Once selected, scorers train for several days with actual student responses from item pilots and must pass a test before they begin to score “live” student responses. The scorers must continue to demonstrate proficiency in following established scoring guidelines throughout their terms of employment. To ensure that grading by all scorers consistently matches the guidelines established in the scoring rubric, the trained scorers are monitored closely by testing supervisors. Each scorer is administered a “checkset” (a set of pre-scored student responses) several times a day that compares his or her grades to those assigned by the supervisor. In addition, the team leader, who works with a team of nine scorers, randomly rescores a percentage of each scorer’s completed items. Finally, 5% of the total responses are rescored daily.

**Q. What is the policy regarding rescoring items?**

- A. Within a specified window of time, a student’s parent or guardian may request a rescoring of specific items from a student’s test, including the writing prompts. It should be stressed that the scores obtained through the rescoring will be final and that the rescoring may have positive, negative, or no effect on the final score. Scores resulting from rescoring items are unlikely to be more than a few points different from the original score.

**Q. What practices are appropriate when *preparing* students for *ISTEP+*?**

- A. It is important that students anticipate the tests with interest rather than with anxiety. They should realize that they are taking achievement tests that yield information



about the skills they have mastered as well as the skills they need to learn. Point out that questions intentionally cover a range of difficulty. The Department of Education's (DOE) policy about test preparation is that **any activity in the school or classroom that creates an excessive focus on the specific test content of ISTEP+ for the purpose of artificially raising test scores, whether overt or inadvertent, is inappropriate.** The *Indiana Code of Ethical Testing Practices and Procedures* was created to assist in answering specific questions about what constitutes "excessive focus." This document has been distributed to schools and corporations and may be downloaded from the DOE Web site. For easy reference, the following is a summary of ethical practices.

It is considered **appropriate** to do the following:

- review with all students the skills and concepts, including those unique to English/ Language Arts and Mathematics, taught in previous years (see classroom activities in *Curriculum Frameworks*)
- review *ISTEP+* objectives as part of a general review of curricula
- discuss general test-taking strategies and have students complete the *ISTEP+* practice tests that are included with regular materials at a time suggested by the *ISTEP+ Examiner's Manual*
- talk with students and parents about academic expectations and the importance of setting specific performance goals that enable students to assume responsibility for their learning
- develop instructional objectives based on the Indiana Academic Standards
- use test results as part of a body of evidence in making informed decisions about individuals, educational programs, or curriculum

It is considered **inappropriate** to do the following:

- teach or "cram" *ISTEP+* content (that has not been previously covered) during the time period immediately preceding the examination
- call students' attention to the fact that a similar question will be on the upcoming *ISTEP+*
- review *ISTEP+* related skills and concepts with **only** those students to be tested
- select for review **only** those *ISTEP+* objectives or items on which students performed poorly on previous examinations or focus instructional objectives on specific test items
- copy test items for instructional use or make minor alterations in test items to construct study guides, worksheets, or classroom assessments specifically designed for test preparation purposes
- use current, past, or parallel *ISTEP+* test items as review materials except those authorized for such use by the DOE (the released applied skills items found in the *Teacher's Scoring Guides* for Grades 3 through 9)

**NOTE:** Duplication of any part of the test books constitutes a serious breach of security as some test items may appear in future versions of the test. Exposing

students to test questions before testing invalidates test scores and denies students the opportunity to participate in testing.

**Q. What practices are considered inappropriate *during* testing?**

- A. • coaching students in any way (verbally or with gestures or facial expressions)
- using any mechanical or technical device during a session **not** approved for such use, except by students for whom such use is an authorized IEP accommodation
  - answering questions about test items or vocabulary
  - the reading of *passages* to any students in the English/Language Arts *ISTEP+* tests is **not** allowed. Test *directions* and test *items* on any *ISTEP+* test may be read aloud only to students with an IEP or 504 Plan that allows such an accommodation.
  - allowing noncertified personnel (e.g., aides or parent volunteers) to administer the test. Noncertified personnel, however, may serve as test proctors.

**Q. How do I access more information about *ISTEP+* and other test-support resources?**

- A. The Department of Education maintains a Web site at **www.doe.state.in.us** that provides immediate access to *ISTEP+* information as well as to legislative updates and information about the Indiana Academic Standards, accountability, school improvement, and professional development. The *ISTEP+* Web page, accessible from this site, includes a calendar with upcoming test dates, bulletins with current testing information, and a list of *ISTEP+* support documents that may be downloaded. These documents include the *Guide to Test Interpretation*; the item samplers for Grades 3, 6, and 8, and the GQE; and the *ISTEP+ Program Manual*. **Multiple copies of *ISTEP+* support documents should be ordered through the school's Test Coordinator.**

Questions about assessment not answered in this sampler may be directed to Cynthia Roach (at **croach@doe.state.in.us**), Assessment Consultant. The School Assessment Division's telephone number is 317-232-9050, and the toll-free *ISTEP+* hotline is 888-544-7837 (888-54ISTEP).



# English/Language Arts

## GRADE 3 INDIANA ACADEMIC STANDARDS

### ☐ **READING: Word Recognition, Fluency, and Vocabulary Development**

Students understand the basic features of words. They select letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, word parts (*un-*, *-ful*), and context clues (the meaning of the text around a word). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.

### ☐ **READING: Reading Comprehension**

Students read and understand grade-level-appropriate material. They use a variety of comprehension strategies, such as asking and responding to essential questions, making predictions, and comparing information from several sources to understand what is read. In addition to their regular school reading, students read a variety of grade-level-appropriate narrative (story) and expository (informal and technical) texts, including classic and contemporary literature, poetry, children's magazines and newspapers, reference materials, and online information.

### ☐ **READING: Literary Response and Analysis**

Students read and respond to a wide variety of significant works of children's literature. They identify and discuss the characters, theme (the main idea of a story), plot (what happens in a story), and the setting (where a story takes place) of stories that they read.

### ☐ **WRITING: Writing Process**

Students find and discuss ideas for writing and keep a list of writing ideas. Students write clear sentences and paragraphs that develop a central idea. Students progress through the stages of the writing process, including prewriting, drafting, revising, and editing multiple drafts.

### ☐ **WRITING: Writing Applications**

Students continue to write compositions that describe and explain familiar objects, events, and experiences. Students write both informal and formal letters. Student writing demonstrates a command of Standard English and the drafting, research, and organizational strategies outlined in Standard 4—Writing Process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing. In addition to producing the different writing forms introduced in earlier grades, students use the writing strategies outlined in Standard 4—Writing Process.

### ☐ **WRITING: Written English Language Conventions**

Students write using Standard English conventions appropriate to this grade level.

**NOTE:** This page provides an overview of the Indiana Academic Standards. The IDOE Web site at [www.doe.state.in.us](http://www.doe.state.in.us) contains a complete version of the Indiana Academic Standards, which may be downloaded.

# Snow Hopper

Take a walk in the woods on a sunny winter's day. You might find tiny insects, called snow fleas, hopping on snow.

Crowds of snow fleas travel together. They look like grains of pepper popping up and down. If you put your hand on the snow, some may hop on top. Lift your hand up and snow fleas jump off.

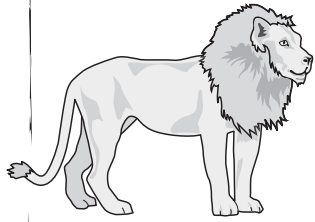
How do snow fleas hop? Each snow flea has two tiny tails. The tails bend under a snow flea's body, and are held by little hooks. When the hooks open, the tails spring out and the snow flea leaps up. Snow fleas are also called springtails.

In the winter, snow fleas chew dead leaves and plants buried beneath the snow. When they can't find enough food, they hop to someplace new.

A million snow fleas may move together. Some hop on top of the snow. Most crawl under leaves below the snow.

In a few days their journey is done. The tiny travelers may have moved 25 meters, about the length of a swimming pool. Then the huge group disappears. Where do all the snow fleas go? No one knows for certain, but their snow-hopping days are done.





## Little Lion Roars

**W**hen Papa Lion roared, monkeys climbed to the very top of the trees. Buffaloes stampeded. Ostriches buried their heads in the sand.

When Mama Lion roared, giraffes galloped across the plain. Bats flew into their caves. Fish swam far up the river.

When Little Lion roared, all the animals in the jungle laughed.

"What a silly noise," giggled Little Rabbit.

"Sounds like a sick mosquito," snickered Little Zebra.

Little Hyena laughed the hardest.

Little Lion hung his

head and walked away.

Why, oh why couldn't he learn to roar?

Papa Lion was very disappointed in his son. "He is an embarrassment," he complained. "My grandfather was the champion roarer of the jungle in his time. And his father was champion before him," Papa Lion complained. Papa Lion gave a big sigh. "Won't he ever learn to roar?"

Mama Lion would pat her son on the head and say, "Give him time, dear. He's still little."

Every day Little Lion walked through the jungle practicing roaring.

He would take a deep breath, throw back his head, and open his mouth

wide. But all that came out was a mew or a gurgle or a squeak. And all the animals in the jungle laughed.

One day Little Lion walked through the jungle practicing and practicing.

"Mew!"

"Gurgle!"

"Squeak!"

He practiced so hard and so long that finally he could hardly swallow.

"I'll get a drink of water," he said. "Then I'll practice some more. I'll practice until I can roar as loud as Papa. Then he'll be proud of me."

By the time he got to the river, he was so dry and thirsty he began to gulp water as fast as he could.

Little Lion didn't see the big fat crawdad swimming in the water.

But he felt it!

"YEOW!" cried Little Lion.

Off he ran, zigging and zagging through the jungle.

"YEOW! YEOW! YEOW!" he roared loudly.

Monkeys climbed to the very tops of the trees. Buffaloes stampeded. Ostriches buried their heads in the sand. Giraffes galloped across the plain. Bats flew into their caves. Fish swam far up the river.

No one laughs at Little Lion anymore.

When he roars, even louder than Papa Lion, all the animals run and hide.



## Mei-Win's Blue Beads

Mei-Win did not want to go to school today.

"Everyone in my class will be friends already," she told her mother. "They will not notice me. Besides, I don't know how to make new friends."

"Don't worry, Mei-Win," said her mother. "You will find a way to meet new friends."

Then, her mother put a necklace around Mei-Win's neck. The necklace was made of blue glass beads. It had once belonged to Mei-Win's grandmother. Now it belonged to her mother.

"Thank you, Mother!" said Mei-Win. With the blue necklace close to her heart, she felt a little better.

Soon Mei-Win was in her new classroom. She looked around at all the new faces, and she felt alone. She did not speak to anyone. Even at lunch, Mei-Win sat alone.

After lunch, her teacher Mrs. Jackson asked Mei-Win a question. "Mei-Win, where did you live before you moved to our town?"

Mei-Win stood up to reply to Mrs. Jackson's question. Before she could speak, her necklace

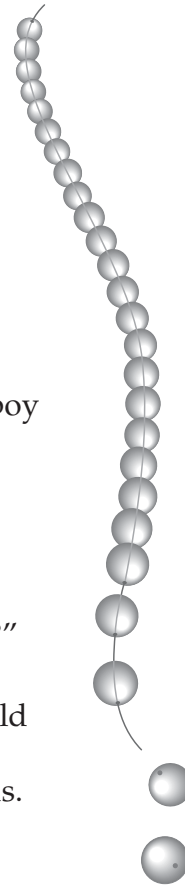
of blue beads broke! All the beads fell down to the floor. They bounced and rolled across the classroom. One bead landed in a boy's shoe. Another bead rolled under a girl's desk.

"Oh!" said Mei-Win. She did not know what to do.

Then, a wonderful thing happened. The boy took the blue bead out of his shoe, and he brought it to Mei-Win. "Hi," he said. "My name is Ricky."

Next, a girl brought another bead to Mei-Win. "Hello," she said. "I'm Lupita. Do you want to sit with me at lunch tomorrow?"

One by one, the children in the class brought blue beads to Mei-Win. Each one told Mei-Win his or her name and smiled. And before Mei-Win knew it, she had new friends.





# Sample Test Items

## READING: Word Recognition, Fluency, and Vocabulary Development

In these items, students use their knowledge of words and word parts, as well as clues from the surrounding text, to determine the meaning of words.

**1** Read this sentence.

Preheat your oven to 300 degrees.

What does the word *preheat* mean?

- ☐ heat again
- ☐ heat slowly
- ☒ heat ahead
- ☐ heat carefully

Number 2 is based on “Little Lion Roars,” found on pages 13 and 14.

**2** Read this sentence from the story.

Little Hyena laughed the hardest.

Which word means the OPPOSITE of *hardest*?

- ☐ noisiest
- ☒ softest
- ☐ longest
- ☐ funniest

Number 3 is based on “Mei-Win’s Blue Beads,” found on pages 15 and 16.

**3** Read this sentence from the story.

Mei-Win stood up to reply to Mrs. Jackson’s question.

The phrase “reply to” MOST LIKELY means

- ☒ answer
- ☐ repeat
- ☐ finish
- ☐ interrupt

## READING: Reading Comprehension

To assess their understanding of what they read, students are asked to recall major points in a text, to make predictions about what is read, and to distinguish the main idea and supporting details of a text. Students also use structural features, such as tables of contents, chapter headings, or indexes to locate information in a text, as well as follow simple multiple-step instructions. Comprehension skills are assessed by both multiple-choice and open-ended items.

Read this table of contents from a book about ladybugs. Then answer Number 4.

### Table of Contents

Chapter 1 Really a Beetle

Chapter 2 All Those Colors!

Chapter 3 Spots and Stripes

Chapter 4 Aphids for Breakfast

**4** In which chapter would you MOST LIKELY find information on what ladybugs eat?

- ☐ Chapter 1
- ☐ Chapter 2
- ☐ Chapter 3
- ☒ Chapter 4

Number 5 is based on "Little Lion Roars," found on pages 13 and 14.

**5** This story MOSTLY takes place in a

- ☐ cave
- ☐ river
- ☐ desert
- ☒ jungle

Numbers 6 and 7 are based on “Snow Hopper,” found on page 12.

**6** Which of these sentences from the passage BEST tells about the size of snow fleas?

- ☐ “Crowds of snow fleas travel together.”
- ☒ “They look like grains of pepper popping up and down.”
- ☐ “Each snow flea has two tiny tails.”
- ☐ “When the hooks open, the tails spring out and the snow flea leaps up.”

**7** What are TWO things that happen to allow snow hoppers to move around?

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_

**Exemplars:**

- tails bend under the bodies
- hooks open up
- tails spring out
- other relevant text-based response

**Rubric:**

- 2 points** versions of two exemplars
- 1 point** version of one exemplar
- 0 points** other

Number 8 is based on “Mei-Win’s Blue Beads,” found on pages 15 and 16.

**8**

Complete the boxes with ONE way Mrs. Jackson is nice to Mei-Win in class and ONE way the students are nice to Mei-Win in class.

Mrs. Jackson	The students

**Exemplars:**

**Mrs. Jackson**

- asks Mei-Win where she is from
- other relevant text-based response

**The students**

- give Mei-Win back her beads
- introduce themselves to Mei-Win
- one asks Mei-Win to eat lunch with her
- other relevant text-based response

**Rubric:**

- 2 points** versions of two exemplars, one for each box
- 1 point** version of one exemplar, one in either box
- 0 points** other

Number 9 is based on “Snow Hopper,” found on page 12. (This sample item continues on the next page.)

**9**

**Part A**

Using information from “Snow Hopper,” complete the chart below.  
Tell what snow hoppers look like, what they eat, and how they move.

A Snow Hopper	
What does it look like?	
What does it eat?	
How does it move?	

**SCORED FOR READING**  
**(Part A—chart)**

**Exemplars:**

A Snow Hopper	
What does it look like?	<ul style="list-style-type: none"><li>• tiny with two tails</li><li>• other relevant text-based response</li></ul>
What does it eat?	<ul style="list-style-type: none"><li>• [dead] leaves</li><li>• plants</li><li>• other relevant text-based response</li></ul>
How does it move?	<ul style="list-style-type: none"><li>• hops</li><li>• uses its tail as a spring</li><li>• other relevant text-based response</li></ul>

**Reading Comprehension Rubric:**

**2 points** three boxes correctly completed

**1 point** two boxes correctly completed

**0 points** other

**Part B** Now think of another kind of animal. It could be a pet, a farm animal, or a wild animal. What does this animal look like? What does it eat? How does it move from place to place?



Use the chart below to help plan your writing. Remember to name the animal you are describing. Then do your writing on the next two pages. For Part B, only your writing on those pages will be scored. Use the Editing Checklist to check your writing for correct grammar, spelling, punctuation, and capitalization. **Remember, your writing should be well organized and have a beginning, a middle, and an end.**

***Pre-Writing/Planning***

Name of Animal: _____	
What does it look like?	
What does it eat?	
How does it move?	

**ALSO SCORED FOR WRITING**

(Part B—writing on lined pages only)

Apply 4-point Writing Applications Rubric, Grades 3–5

Apply 4-point Language Conventions Rubric, Grades 3–5

# Extended Response Writing Applications Overview

## Grades 3–5

Score	Does the writing sample
<b>4</b>	<ul style="list-style-type: none"> <li>• stay fully focused?</li> <li>• include many relevant ideas?</li> <li>• have clear order?</li> <li>• exhibit more than adequate word usage?</li> <li>• exhibit writing that is fluent and easily readable?</li> <li>• display a sense of audience?</li> </ul>
Score	Does the writing sample
<b>3</b>	<ul style="list-style-type: none"> <li>• stay mostly focused?</li> <li>• include relevant ideas?</li> <li>• have order?</li> <li>• exhibit adequate word usage?</li> <li>• exhibit writing that is readable?</li> <li>• display some sense of audience?</li> </ul>
Score	Does the writing sample
<b>2</b>	<ul style="list-style-type: none"> <li>• stay somewhat focused?</li> <li>• include some relevant ideas?</li> <li>• have some order?</li> <li>• exhibit minimal word usage?</li> <li>• exhibit writing that is mostly readable?</li> <li>• display little sense of audience?</li> </ul>
Score	Does the writing sample
<b>1</b>	<ul style="list-style-type: none"> <li>• have little or no focus?</li> <li>• include few or no relevant ideas?</li> <li>• have little or no order?</li> <li>• exhibit less than minimal word usage?</li> <li>• exhibit writing that is hard to read?</li> <li>• display little or no sense of audience?</li> </ul>

**NOTE:** This chart is only a brief summary of the score points. It is not appropriate to use this summary as the sole tool in scoring student papers. The more in-depth Extended Response Writing Applications Rubric is used for the actual scoring of *ISTEP+* student papers.

These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 3–5.



# Extended Response Writing Applications Rubric

## Grades 3–5

### SCORE POINT 4

A Score Point 4 paper represents a solid performance. It fully accomplishes the task.

#### IDEAS AND CONTENT

Does the writing stay fully focused? Does it

- stay on the topic?
- avoid rambling or repeating information?

Does the writing sample include many relevant ideas? Does it

- provide ample information?
- provide many supporting details?
- explore many facets of the topic?

#### ORGANIZATION

Does the writing have clear order? Does it

- follow a clear sequence with a beginning, a middle, and an end?
- have a logical progression of main ideas and support?

#### STYLE

Does the writing sample exhibit more than adequate word usage? Does it

- include dynamic words and use vivid or challenging words?

Is the writing fluent and easy to read? Does it

- sound natural?
- include varied sentence patterns? (Writing may include complex sentences.)

Does the writing sample display a sense of audience?

- Writing may have a unique perspective. It may be original, lively, authoritative, and/or interesting (i.e., have voice).

**NOTE:** These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 3–5.

# Extended Response Writing Applications Rubric

## Grades 3–5

### SCORE POINT 3

A Score Point 3 paper represents a good performance. It accomplishes the task, but generally needs to exhibit more development, better organization, or a more sophisticated writing style to receive a higher score.

#### IDEAS AND CONTENT

**Does the writing stay mostly focused? Does it**

- mostly stay on the topic? (Writing may include minor tangents.)
- include some rambling and/or repetition?

**Does the writing sample include relevant ideas? Does it**

- present related information?
- provide some supporting details?

#### ORGANIZATION

**Does the writing have order? Does it**

- follow a sequence, but possibly show a lapse (e.g., may start out with a clear beginning, but wander; may be missing a beginning, but have a conclusion)?
- have a logical progression of main ideas and support? (Writing may have lapses.)

#### STYLE

**Does the writing sample exhibit adequate word usage? Does it**

- include mostly ordinary/common words (although some vivid or challenging words may be used)?

**Is the writing readable? Does it**

- flow naturally most of the time (although it may be choppy or repetitive or may have run-on sentences/fragments in spots)?
- generally lack varied sentence patterns (although it may include some complex sentences)?

**Does the writing sample display some sense of audience?**

- Is there an attempt to develop a unique perspective—original, authoritative, and/or interesting (i.e., have some voice)?

**NOTE:** These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 3–5.

# Extended Response Writing Applications Rubric

## Grades 3–5

### SCORE POINT 2

A Score Point 2 paper represents a performance that minimally accomplishes the task. Some elements of development, organization, and writing style are weak.

#### IDEAS AND CONTENT

**Does the writing stay somewhat focused? Does it**

- stay minimally focused on topic? (Writer may get distracted; may have a lapse in focus.)
- ramble and/or repeat information?

**Does the writing sample include some relevant ideas? Does it**

- provide minimal information and not begin to exhaust the possibilities?
- provide minimal details, but does not develop details?

#### ORGANIZATION

**Does the writing have some order? Does it**

- show minimal evidence of logical sequence (e.g., may be missing a beginning, a middle, or an end)?
- require the reader to fill in gaps in the sequence?

#### STYLE

**Does the writing sample exhibit minimal word usage? Does it**

- contain ordinary/common words?
- exhibit minimal evidence of word choice?

**Is the writing mostly readable?**

- Writing may be difficult to follow in some sections.
- Writing may be hard to understand; the connection of ideas and information may be unclear.
- Does the writing lack sentence variety?

**Does the writing display little sense of audience?**

- Writing may be repetitive, predictable, and/or dull (i.e., have minimal voice).

**NOTE:** These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 3–5.

# Extended Response Writing Applications Rubric

## Grades 3–5

### SCORE POINT 1

A Score Point 1 paper represents a performance that only partially accomplishes or fails to accomplish the task. Some responses may exhibit difficulty maintaining a focus. Others may be too brief to provide sufficient development of the topic or evidence of adequate organizational or writing style.

#### IDEAS AND CONTENT

**Does the writing exhibit little or no focus?**

- Writer may get distracted, may drift away from topic, or may convey little meaning.
- Topic may not be developed.

**Does the writing sample include few or no relevant ideas?**

- Writing may include unfinished/fragmented ideas.
- Writing may include only one or two bits of information.

#### ORGANIZATION

**Does the writing have little or no order? Does it**

- show little evidence of logical sequence (e.g., have no clear beginning, middle, or end)?
- have some ideas that may not be related to each other?

#### STYLE

**Does the writing sample exhibit less than minimal word usage? Does it**

- contain a limited or simple vocabulary?
- show no evidence of attention to word choice?

**Is the writing hard to read?**

- Reader may have to fill in gaps or guess what the writer was trying to say.
- Is sentence construction frequently incorrect?

**Does the writing sample display little or no sense of audience?**

- Text may be flat, lifeless (i.e., have no voice)?

**NOTE:** These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 3–5.

# Language Conventions Rubric

## Grades 3–5

Score	Does writing exhibit a very good command of language skills?
<b>4</b>	<p>In a Score Point 4 paper, there are no errors that impair the flow of communication. Errors that appear will generally be of the first-draft variety; they have a minor impact on the overall communication.</p> <ul style="list-style-type: none"> <li>• Are there few or no errors in beginning capitalization?</li> <li>• Are there few or no errors in capitalization of proper nouns?</li> <li>• Are there few or no errors in ending punctuation?</li> <li>• Are there few or no errors in subject and verb agreement?</li> <li>• Are there few or no errors in the spelling of grade-level-appropriate words?</li> <li>• Does writing have few or no run-on sentences or sentence fragments?</li> </ul>
Score	Does writing exhibit an adequate command of language skills?
<b>3</b>	<p>In a Score Point 3 paper, errors are occasional but do not impede the flow of communication; the writer's meaning is not seriously obscured by language errors.</p> <ul style="list-style-type: none"> <li>• Is most beginning capitalization correct?</li> <li>• Are most proper nouns capitalized correctly?</li> <li>• Do most sentences end with correct punctuation?</li> <li>• Do most sentences have correct subject and verb agreement?</li> <li>• Are most grade-level-appropriate words spelled correctly?</li> <li>• Writing may have run-on sentences or sentence fragments.</li> </ul>
Score	Does writing exhibit a minimal command of language skills?
<b>2</b>	<p>In a Score Point 2 paper, errors are generally frequent and may cause the reader to stop and reread part of the writing. While some aspects of the writing may be more consistently correct than others, the existing errors do impair communication. With a little extra effort on the reader's part, it is still possible to discern most, if not all, of what the writer is trying to communicate.</p> <ul style="list-style-type: none"> <li>• Is some beginning capitalization correct?</li> <li>• Are some proper nouns capitalized correctly?</li> <li>• Do some sentences end with correct punctuation?</li> <li>• Do some sentences have correct subject and verb agreement?</li> <li>• Are some grade-level-appropriate words spelled correctly?</li> <li>• Writing may have run-on sentences or sentence fragments.</li> </ul>
Score	Does writing exhibit a less than minimal command of language skills?
<b>1</b>	<p>In a Score Point 1 paper, errors are serious and numerous; they cause the reader to struggle to discern the writer's meaning. Errors are frequently of a wide variety. There may be sections where it is impossible to ascertain what the writer is attempting to communicate.</p> <ul style="list-style-type: none"> <li>• Are there many errors in beginning capitalization?</li> <li>• Does writing have little or no evidence of capitalization of proper nouns?</li> <li>• Is end punctuation missing or incorrect?</li> <li>• Are there many errors in subject and verb agreement?</li> <li>• Are there many errors in the spelling of grade-level-appropriate words?</li> <li>• Are there run-on sentences or sentence fragments?</li> </ul>

**NOTE:** These rubrics are applied holistically, with no element of the rubric intended to supersede any other element. The variety and proportion of errors in relation to the length of the writing sample are considered.

These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 3–5.

## READING: Literary Response and Analysis

Basic understanding of literature includes the ability to identify and discuss such essential elements of a story as the theme or author's message, what the characters are like, and the story's plot or story line. Additional items assess a student's ability to recognize different types of literature, as well as to recognize an author's use of words and rhythmic patterns to imitate sounds within a story.

Number 10 is based on "Snow Hopper," found on page 12.

**10** This passage is MOST LIKE a

- ☐ poem
- ☒ report
- ☐ fairy tale
- ☐ mystery story

Numbers 11 through 13 are based on "Little Lion Roars," found on pages 13 and 14.

**11** Why does Little Lion yell "YEOW" at the end of the story?

- ☐ He falls into the river.
- ☐ A monkey scares him.
- ☐ He gulps cold water.
- ☒ A crowdad bites him.

**12** Which lesson does this story teach?

- ☒ Practice makes perfect.
- ☐ Laugh loudly and often.
- ☐ Winning is not everything.
- ☐ Make friends not enemies.

**13** Give TWO reasons why Papa wants Little Lion to roar.

1) \_\_\_\_\_

2) \_\_\_\_\_

**Exemplars:**

- so Papa will not be embarrassed/will be proud of his son
- so Little Lion will be a champion roarer [like other lions in the family]
- other relevant text-based response

**Rubric:**

**2 points** versions of two exemplars

**1 point** version of one exemplar

**0 points** other

Numbers 14 through 16 are based on “Mei-Win’s Blue Beads,” found on pages 15 and 16.

**14** At the beginning of the story, why does Mei-Win feel alone?

- ☐ Her necklace is broken.
- ☐ She cannot go to school.
- ☐ Her teacher asks her a question.
- ☒ She does not know her classmates.

**15** Who is telling this story?

- ☐ Mei-Win
- ☐ Mrs. Jackson
- ☒ a person outside the story
- ☐ a student in the class

**16** Circle ONE word that you think BEST describes Mei-Win.

**shy**

**happy**

Give TWO examples from the story to support your choice.

1) \_\_\_\_\_

\_\_\_\_\_

2) \_\_\_\_\_

\_\_\_\_\_

**Exemplars:**

**shy**

- She does not speak to anyone.
- She sits alone at lunch.
- She does not know what to do when her beads fall.
- other relevant text-based example

**happy**

- She is wearing her grandmother's necklace.
- The other students are nice to her.
- She makes a lot of new friends.
- other relevant text-based example

**Rubric:**

**2 points** word is clearly indicated and versions of two exemplars are provided

**1 point** word is clearly indicated and version of one exemplar is provided

**0 points** other



## WRITING: Writing Process

Specific skills within the Writing Process standard are assessed by multiple-choice items as well as by the writing prompt. Such skills include students' abilities to write clear sentences and paragraphs and to use reference and research materials. Students are also expected to organize and plan what they will write, using graphic organizers. After writing, students are expected to proofread and edit their writing.

**17** Read this sentence.

Her name the teacher wrote on the board.

Choose the BEST way to change the sentence.

- ☐ On the board her name the teacher wrote.
- ☒ The teacher wrote her name on the board.
- ☐ Her name on the board the teacher wrote.
- ☐ The teacher wrote on the board her name.

**18** Raul has begun a paragraph with this sentence.

My grandparents took me to an aquarium near their home.

Which pair of sentences would BEST develop Raul's opening sentence?

- ☐ Last year, we went to the new zoo downtown. We saw monkeys, lions, and even a giant panda bear there.
- ☐ I visit them every weekend. My grandma and I ride bikes together, and my grandpa is teaching me how to cook.
- ☒ I saw many different sea animals up close. I watched sharks swimming and learned about their eating habits.
- ☐ The story takes place in an aquarium. A detective solves a mystery about penguins that have disappeared.

**19** Jenny is writing a report about how bees make honey. The BEST source to use would be

- ☐ an atlas
- ☐ a dictionary
- ☐ a newspaper
- ☒ an encyclopedia

## WRITING: Writing Applications

Given a prompt, students must organize their ideas and fulfill the writing assignment. For the writing prompt, student writing is assessed using the six-point rubric printed on pages 38 through 45. For the extended response associated with a reading passage, student writing is assessed using the four-point rubric printed on pages 24 through 28. In addition, for both types of writing, students' ability to use Standard English in their writing is assessed using the four-point Language Conventions Rubric printed on pages 29 and 37.

The writing prompt describes what ideas students should include in their writing and includes a Pre-Writing Activity. The Pre-Writing Activity includes statements or questions that will help the students begin to think about the topic and focus their thoughts on the requirements of the prompt before beginning to write.

20

# Teacher for a Day

Read the information in the box. Then do the writing activity.

Suppose that you are the teacher of your class for one day. You may run the class your own way. What would you teach? What kinds of things would happen? Why would your students like you?

Write a story that tells what happens on this day. In your story, tell what you teach in your classroom, what happens, and why your students like you.

### *Pre-Writing Activity*

- Use the boxes on the next page to help you plan your story.
- Be sure your story has a beginning, a middle, and an end.
- Be sure to include details in your story to make it interesting.
- Here are some questions to help you think about your story:
  - ✓ What do you teach in your classroom?
  - ✓ What kinds of things happen?
  - ✓ Why do your students like you?
- If you need more paper to plan your writing, ask your teacher.

Once students have thought about the requirements of the task, the graphic organizer helps them organize their ideas logically. The graphic organizer is not scored.

Plan your writing. If you need more paper to plan your writing, ask your teacher.

Here are some questions to help you think about your story:

- ✓ What do you teach in your classroom?
- ✓ What kinds of things happen?
- ✓ Why do your students like you?

### **Beginning**

Setting (Time and Place):

Characters:

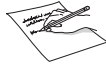
**Event** (What happens)

**Event** (What happens)

**Event** (What happens)

**Ending**

The writing icon and Editing Checklist remind students to use correct grammar, spelling, punctuation, and capitalization in their writing. The explanation of the writing icon also indicates to students that their writing will not be scored on their personal opinions.



Whenever you see this picture, you will be doing a writing activity. Your writing will be scored on how clearly you write and how well you get your ideas across. Your writing will not be scored on your personal opinions. Be sure to check your writing for correct grammar, spelling, punctuation, and capitalization.

### ***Editing Checklist***

- 1** Have you started each sentence with a capital letter?
- 2** Have you capitalized names of people and places?
- 3** Have you ended each sentence with the correct punctuation mark?
- 4** Have you spelled all words correctly?
- 5** Does the subject of your sentence agree with the action word (verb)?
- 6** Have you written complete sentences?

# Language Conventions Rubric

## Grades 3–5

Score	Does writing exhibit a very good command of language skills?
<b>4</b>	<p>In a Score Point 4 paper, there are no errors that impair the flow of communication. Errors that appear will generally be of the first-draft variety; they have a minor impact on the overall communication.</p> <ul style="list-style-type: none"> <li>• Are there few or no errors in beginning capitalization?</li> <li>• Are there few or no errors in capitalization of proper nouns?</li> <li>• Are there few or no errors in ending punctuation?</li> <li>• Are there few or no errors in subject and verb agreement?</li> <li>• Are there few or no errors in the spelling of grade-level-appropriate words?</li> <li>• Does writing have few or no run-on sentences or sentence fragments?</li> </ul>
Score	Does writing exhibit an adequate command of language skills?
<b>3</b>	<p>In a Score Point 3 paper, errors are occasional but do not impede the flow of communication; the writer's meaning is not seriously obscured by language errors.</p> <ul style="list-style-type: none"> <li>• Is most beginning capitalization correct?</li> <li>• Are most proper nouns capitalized correctly?</li> <li>• Do most sentences end with correct punctuation?</li> <li>• Do most sentences have correct subject and verb agreement?</li> <li>• Are most grade-level-appropriate words spelled correctly?</li> <li>• Writing may have run-on sentences or sentence fragments.</li> </ul>
Score	Does writing exhibit a minimal command of language skills?
<b>2</b>	<p>In a Score Point 2 paper, errors are generally frequent and may cause the reader to stop and reread part of the writing. While some aspects of the writing may be more consistently correct than others, the existing errors do impair communication. With a little extra effort on the reader's part, it is still possible to discern most, if not all, of what the writer is trying to communicate.</p> <ul style="list-style-type: none"> <li>• Is some beginning capitalization correct?</li> <li>• Are some proper nouns capitalized correctly?</li> <li>• Do some sentences end with correct punctuation?</li> <li>• Do some sentences have correct subject and verb agreement?</li> <li>• Are some grade-level-appropriate words spelled correctly?</li> <li>• Writing may have run-on sentences or sentence fragments.</li> </ul>
Score	Does writing exhibit a less than minimal command of language skills?
<b>1</b>	<p>In a Score Point 1 paper, errors are serious and numerous; they cause the reader to struggle to discern the writer's meaning. Errors are frequently of a wide variety. There may be sections where it is impossible to ascertain what the writer is attempting to communicate.</p> <ul style="list-style-type: none"> <li>• Are there many errors in beginning capitalization?</li> <li>• Does writing have little or no evidence of capitalization of proper nouns?</li> <li>• Is end punctuation missing or incorrect?</li> <li>• Are there many errors in subject and verb agreement?</li> <li>• Are there many errors in the spelling of grade-level-appropriate words?</li> <li>• Are there run-on sentences or sentence fragments?</li> </ul>

**NOTE:** These rubrics are applied holistically, with no element of the rubric intended to supersede any other element. The variety and proportion of errors in relation to the length of the writing sample are considered.

These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 3–5.

# Writing Applications Overview

## Grades 3–5

Score Level	Ideas and Content
	Does the writing sample
<b>6</b>	<ul style="list-style-type: none"> <li>• stay fully focused?</li> <li>• include thorough and complete ideas?</li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li>• stay focused?</li> <li>• include many relevant ideas?</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>• stay mostly focused?</li> <li>• include some relevant ideas?</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• stay somewhat focused?</li> <li>• include some relevant ideas?</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• exhibit less than minimal focus?</li> <li>• include few relevant ideas?</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• have little or no focus?</li> <li>• include almost no relevant ideas?</li> </ul>

**NOTE:** Chart continues on page 39.

This chart is only a brief summary of the score points. It is not appropriate to use this summary as the sole tool in scoring student papers. The more in-depth Writing Applications Rubric is used for the actual scoring of *ISTEP+* student papers.

These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 3–5.

Organization	Style
Does the writing sample	Does the writing sample
<ul style="list-style-type: none"> <li>• have clear order?</li> </ul>	<ul style="list-style-type: none"> <li>• exhibit exceptional word usage?</li> <li>• exhibit writing that is fluent and easy to read?</li> <li>• display a strong sense of audience?</li> </ul>
<ul style="list-style-type: none"> <li>• have clear order?</li> </ul>	<ul style="list-style-type: none"> <li>• exhibit more than adequate word usage?</li> <li>• exhibit writing that is fluent and easy to read?</li> <li>• display a sense of audience?</li> </ul>
<ul style="list-style-type: none"> <li>• have order?</li> </ul>	<ul style="list-style-type: none"> <li>• exhibit adequate word usage?</li> <li>• exhibit writing that is readable?</li> <li>• display some sense of audience?</li> </ul>
<ul style="list-style-type: none"> <li>• have some order?</li> </ul>	<ul style="list-style-type: none"> <li>• exhibit minimal word usage?</li> <li>• exhibit writing that is mostly readable?</li> <li>• display little sense of audience?</li> </ul>
<ul style="list-style-type: none"> <li>• have little order?</li> </ul>	<ul style="list-style-type: none"> <li>• exhibit less than minimal word usage?</li> <li>• exhibit writing that is hard to read?</li> <li>• display little sense of audience?</li> </ul>
<ul style="list-style-type: none"> <li>• have little or no order?</li> </ul>	<ul style="list-style-type: none"> <li>• exhibit less than minimal word usage?</li> <li>• exhibit writing that is hard to read?</li> <li>• display little or no sense of audience?</li> </ul>

# Writing Applications Rubric

## Grades 3–5

### SCORE POINT 6

A Score Point 6 paper is rare. It fully accomplishes the task and has a distinctive quality that sets it apart as an outstanding performance.

#### **IDEAS AND CONTENT**

**Does the writing stay fully focused? Does it**

- stay on the topic?
- avoid rambling and/or repeating information?

**Does the writing sample include thorough and complete ideas? Does it**

- include in-depth information and supporting details?
- fully explore many facets of the topic?

#### **ORGANIZATION**

**Does the writing have clear order? Does it**

- follow a clear sequence with a beginning, a middle, and an end?
- have a logical progression of main ideas and support?

#### **STYLE**

**Does the writing sample exhibit exceptional word usage? Does it**

- include dynamic words and provide rich details, strong verbs, and/or vivid descriptions?
- demonstrate control of a challenging vocabulary?

**Is the writing fluent and easy to read? Does it**

- sound natural?
- include varied sentence patterns? (Writing may include complex sentence patterns.)

**Does the writing sample display a strong sense of audience? Does it**

- have a unique perspective? It may be original, lively, authoritative, and/or interesting (i.e., have a clear voice).

**NOTE:** These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 3–5.



# Writing Applications Rubric

## Grades 3–5

### SCORE POINT 5

A Score Point 5 paper represents a solid performance. It fully accomplishes the task, but lacks the overall level of sophistication and consistency of a Score Point 6 paper.

#### IDEAS AND CONTENT

**Does the writing stay focused? Does it**

- stay on the topic?
- very seldom ramble and/or repeat information?

**Does the writing sample include many relevant ideas? Does it**

- provide some in-depth information?
- provide supporting details?
- explore many facets of the topic?

#### ORGANIZATION

**Does the writing have clear order? Does it**

- follow a clear sequence with a beginning, a middle, and an end?
- have a logical progression of main ideas and support?

#### STYLE

**Does the writing sample exhibit more than adequate word usage? Does it**

- include dynamic words and use vivid or challenging words?

**Is the writing fluent and easy to read? Does it**

- sound natural?
- include varied sentence patterns? (Writing may include complex sentences.)

**Does the writing sample display a sense of audience?**

- Writing may have a unique perspective. It may be original, lively, authoritative, and/or interesting (i.e., have voice).

**NOTE:** These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 3–5.

# Writing Applications Rubric

## Grades 3–5

### SCORE POINT 4

A Score Point 4 paper represents a good performance. It accomplishes the task, but generally needs to exhibit more development, better organization, or a more sophisticated writing style to receive a higher score.

#### IDEAS AND CONTENT

**Does the writing stay mostly focused?**

- Does it mostly stay on the topic? (Writing may include minor tangents.)
- Writing may include some rambling and/or repetition.

**Does the writing sample include some relevant ideas and information?**

- Does it present related information?
- Writing may not fully develop details; it may list ideas with some detail.

#### ORGANIZATION

**Does the writing have order? Does it**

- follow a sequence, but possibly show a lapse (e.g., may start out with a clear beginning, but wander; may be missing a beginning, but have a conclusion)?
- have a logical progression of main ideas and support? (Writing may have lapses.)

#### STYLE

**Does the writing sample exhibit adequate word usage? Does it**

- include mostly ordinary/common words (although some vivid or challenging words may be used)?

**Is the writing readable? Does it**

- flow naturally most of the time (although it may be choppy or repetitive or may have run-on sentences/fragments in spots)?
- generally lack varied sentence patterns (although it may include some complex sentences)?

**Does the writing sample display some sense of audience?**

- Is there an attempt to develop a unique perspective—original, authoritative, and/or interesting (i.e., have some voice)?

**NOTE:** These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 3–5.

# Writing Applications Rubric

## Grades 3–5

### SCORE POINT 3

A Score Point 3 paper represents a performance that minimally accomplishes the task. Some elements of development, organization, and writing style are weak.

#### **IDEAS AND CONTENT**

**Does the writing stay somewhat focused?**

- Does it stay minimally focused on topic? (Writer may get distracted; may have a lapse in focus.)
- Writing may ramble and/or repeat information.

**Does the writing sample include some relevant ideas? Does it**

- provide minimal information and not begin to exhaust the possibilities?
- provide minimal details, but does not develop details?

#### **ORGANIZATION**

**Does the writing have some order? Does it**

- show minimal evidence of logical sequence (e.g., may be missing a beginning, a middle, or an end)?
- require the reader to fill in gaps in the sequence?

#### **STYLE**

**Does the writing sample exhibit minimal word usage? Does it**

- contain ordinary/common words?
- exhibit minimal evidence of word choice?

**Is the writing mostly readable?**

- Writing may be difficult to follow in some sections.
- Writing may be hard to understand; the connection of ideas and information may be unclear.
- Does the writing lack sentence variety?

**Does the writing display little sense of audience?**

- Writing may be repetitive, predictable, and/or dull (i.e., have minimal voice).

**NOTE:** These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 3–5.

# Writing Applications Rubric

## Grades 3–5

### SCORE POINT 2

A Score Point 2 paper represents a performance that only partially accomplishes the task. Some responses may exhibit difficulty maintaining a focus. Others may be too brief to provide sufficient development of the topic or evidence of adequate organizational or writing style.

#### IDEAS AND CONTENT

**Does the writing exhibit less than minimal focus?**

- Writer may get distracted or drift away from topic.
- Topic may not be developed.

**Does the writing sample include few relevant ideas?**

- Writing may include unfinished/fragmented ideas.
- Writing may include only one or two bits of information.

#### ORGANIZATION

**Does writing have little order? Does it**

- show little evidence of logical sequence (e.g., have no clear beginning, middle, or end)?
- have some ideas that may not be related to each other?

#### STYLE

**Does the writing sample exhibit less than minimal word usage? Does it**

- contain ordinary/common words?
- show no evidence of attention to word choice?

**Is the writing hard to read?**

- Reader may have to fill in gaps or guess what the writer was trying to say.
- Does the writing lack sentence variety?

**Does the writing sample display little sense of audience?**

- Text may be flat, lifeless (i.e., have no voice).

**NOTE:** These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 3–5.

# Writing Applications Rubric

## Grades 3–5

### SCORE POINT 1

A Score Point 1 paper represents a performance that fails to accomplish the task. It exhibits considerable difficulty in areas of development, organization, and writing style. The writing is generally either very brief or rambling and repetitive, sometimes resulting in a response that may be difficult to read or comprehend.

#### **IDEAS AND CONTENT**

**Does the writing have little or no focus on topic?**

- Content may convey little meaning.

**Does the writing sample include almost no relevant ideas and information?**

- Writing may contain unfinished ideas.
- Writing is likely to be brief.

#### **ORGANIZATION**

**Does writing have little or no order?**

- Does it lack the sequence of a beginning, a middle, and an end?
- Writing may have ideas that are not related to each other.

#### **STYLE**

**Does the writing sample exhibit less than minimal word usage? Does it**

- contain a very limited and simple vocabulary?

**Is the writing hard to read?**

- Is sentence construction frequently incorrect?

**Does the writing sample display little or no sense of audience?**

- Writing may be flat and lifeless (i.e., have no voice).

**NOTE:** These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 3–5.

## WRITING: Writing Applications (continued)

The student's ability to apply appropriate forms and language to different kinds of writing, including invitations, is also assessed by multiple-choice items.

Read the invitation. Then answer Number 21.



# You're Invited!

**Who** Kelly Smith

**What** Back-to-School Party

**Where** Kelly's house

**When** \_\_\_\_\_



**21** What should be written next to "When"?

- ☐ after school
- ☐ next weekend
- ☒ August 12 at 2:00 p.m.
- ☐ Friday, August 2004

## WRITING: Written English Language Conventions

Multiple-choice items assess a student's ability to identify complete sentences, to select the correct forms of nouns, pronouns, and verbs in given sentences, and to recognize correctly alphabetized words and basic rules of capitalization and punctuation of written Standard English. Application of the Language Conventions Rubric to a student's extended writing also contributes to the assessment of the student's ability to use clear and correct written expression.

**22** Read this sentence.

All the people in the audience \_\_\_\_\_ to the music.

Which of these BEST completes the sentence?

- ☐ is listening
- ☒ are listening
- ☐ am listening
- ☐ was listening

**23** Choose the sentence that is complete and written correctly.

- ☐ Tomorrow, my little brother started kindergarten.
- ☐ His teacher is my teacher when I was in kindergarten.
- ☐ Right now, my brother was learning how to read.
- ☒ He learned a lot when he was in preschool last year.

**24** Choose the sentence that has the correct punctuation.

- ☒ She sent the letter on May 20, 2004.
- ☐ She sent the letter on May, 20 2004.
- ☐ She sent the letter on May 20 2004.
- ☐ She sent the letter on May, 20, 2004.







# Mathematics

## GRADE 3 INDIANA ACADEMIC STANDARDS

### ☐ **Number Sense**

Students understand the relationships among numbers, quantities, and place value in whole numbers up to 1,000. They understand the relationship among whole numbers, simple fractions, and decimals.

### ☐ **Computation**

Students solve problems involving addition and subtraction of whole numbers. They model and solve simple problems involving multiplication and division.

### ☐ **Algebra and Functions**

Students select appropriate symbols, operations, and properties to represent, describe, simplify, and solve simple number and functional relationships.

### ☐ **Geometry**

Students describe and compare the attributes of plane and solid geometric shapes and use their understanding to show relationships and solve problems.

### ☐ **Measurement**

Students choose and use appropriate units and measurement tools for length, capacity, weight, temperature, time, and money.

### ☐ **Problem Solving**

Students make decisions about how to approach problems and communicate their ideas. They use strategies, skills, and concepts in finding and communicating solutions to problems. Students determine when a solution is complete and reasonable and move beyond a particular problem by generalizing to other situations.

# Sample Test Items

## Number Sense

This standard assesses a student's ability to understand number relationships; use the place-value system to count, read, and write numbers up to 1,000; order and round numbers up to 1,000; use their understanding of equivalent fractions to compare the sizes of fractions; and understand the concept of decimals as a different way of representing fractional numbers.

**1** Which of these is the same as 253 ?

- ☐ 2 tens + 53 ones
- ☒ 25 tens + 3 ones
- ☐ 2 hundreds + 53 tens
- ☐ 25 hundreds + 3 ones

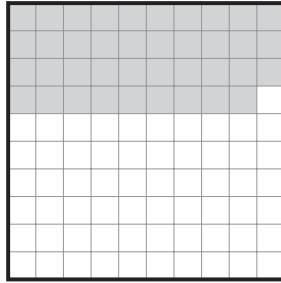
**2** Which of these shows numbers in order from LEAST to GREATEST?

- ☐ 972, 729, 908, 898, 927
- ☒ 729, 898, 908, 927, 972
- ☐ 972, 927, 908, 898, 729
- ☐ 729, 898, 927, 908, 972

**3** What is 427 rounded to the nearest 10 ?

- ☐ 410
- ☐ 420
- ☒ 430
- ☐ 440

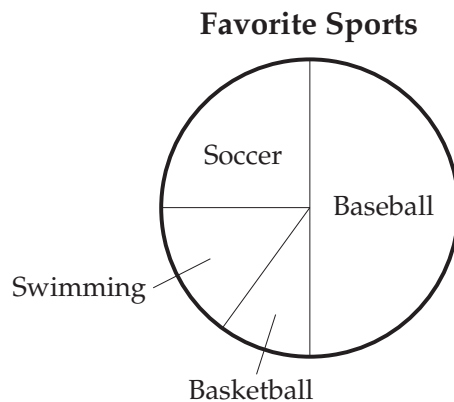
**4** Look at the figure below.



Which decimal is represented by the shaded part of the figure?

- ☒ 0.39
- ☐ 0.61
- ☐ 3.90
- ☐ 6.10

**5** Tricia asked all the fourth-graders at her school to choose a favorite sport. She made the graph below to show her results.



What sport in the graph is LESS popular than baseball but MORE popular than swimming?

- ☒ soccer
- ☐ baseball
- ☐ swimming
- ☐ basketball

## Computation

This standard assesses a student's ability to solve simple problems involving addition and subtraction of whole numbers up to 1,000; use basic multiplication and division facts; and add and subtract simple fractions with the same denominator.

- 6** Two classes of students rode a bus on a field trip today. One class has 24 students. The other has 26 students.

How many students rode the bus IN ALL?

- ☐ 40 students
- ☐ 42 students
- ☒ 50 students
- ☐ 68 students

**7**  $\frac{3}{8} + \frac{4}{8} = \square$

- ☐  $\frac{1}{8}$
- ☐  $\frac{7}{16}$
- ☒  $\frac{7}{8}$
- ☐  $\frac{12}{16}$

- 8** Luisa wants to check if  $3 \times 9 = 27$  is correct.

Which number sentence should she use to do this?


- ☐  $9 \div 3 = \square$
- ☐  $27 \times 3 = \square$
- ☐  $9 \times 27 = \square$
- ☒  $27 \div 9 = \square$

- 9** Jenica is dividing 20 doughnuts equally onto 4 plates.

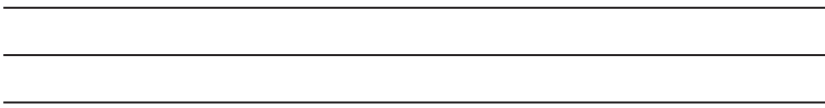
How many doughnuts will be on each plate?

**Answer** \_\_\_\_\_ doughnuts

In the space below, draw a picture to show one way to find the answer.



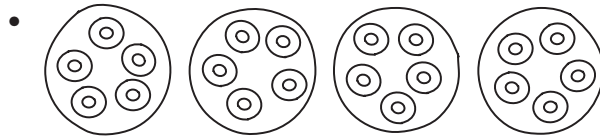
On the lines below, explain how to use subtraction as another way to find the answer.



**Exemplary Response:**

- 5 doughnuts

AND



OR

- Other valid response

AND

- Start with 20 and subtract 4 until you have 0, count how many 4's you subtracted and that's the number of doughnuts on each plate.

OR

- Other valid response

**Rubric:**

**2 points** Exemplary response

**1 point** One correct component

**0 points** Other

## Algebra and Functions

This standard assesses a student's ability to relate problem situations to equations and use those equations to solve problems; and to recognize, create, describe, and extend number patterns involving multiplication and use some of the rules for multiplication to check results.

- 10** The students in Haley's class are doing an art project using colored paper. Each student will cut the paper into 1 rectangle and 2 circles.

How many circles and rectangles would 8 students cut out?

- ☒ 8 rectangles and 16 circles
- ☐ 8 rectangles and 32 circles
- ☐ 16 rectangles and 32 circles
- ☐ 32 rectangles and 16 circles

- 11** Look at the pattern below.

1, 2, 4, 8, \_\_\_\_\_

What is the next number in the pattern?

- ☐ 9
- ☐ 10
- ☐ 12
- ☒ 16

- 12** The table below shows the number of students in different grades at Ridgeview Elementary.

**Grade Size**

Grade	Number of Students
1	55
2	51
3	58
4	68

On the line below, write an equation that can be used to find the difference in the number of students between Grades 1 and 4.

**Equation** \_\_\_\_\_

On the line below, write an equation that can be used to find the total number of students in Grades 2 and 3.

**Equation** \_\_\_\_\_

**Exemplary Response:**

•  $68 - 55 = \square$

AND

•  $51 + 58 = \square$

**Rubric:**

**2 points** Exemplary response

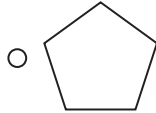
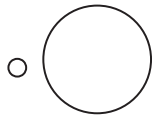
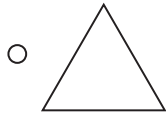
**1 point** One correct component

**0 points** Other

## Geometry

This standard assesses a student's ability to identify quadrilaterals; identify right angles and use them to compare other angles; describe and classify three-dimensional shapes; use the basic terms "point," "line," and "line segment" to describe shapes; use the concept of mirror-image symmetry; and draw lines of symmetry.

**13** Which of these shapes appears to have a right angle?



**14** Which of these shapes has two circular faces?

- ☐ cube
- ☐ sphere
- ☐ pyramid
- ☒ cylinder



## Measurement

This standard assesses a student's ability to measure length to the nearest half-inch; add units of length; find the perimeters of shapes; estimate area and volume; estimate, measure, and compare weights, capacities, and temperatures in standard units; identify any collection of coins and dollars using the "\$" symbol, and decide whether they have enough money to make a purchase.

**15**



Use your punchout ruler to solve this problem.

Look at the line segment below.

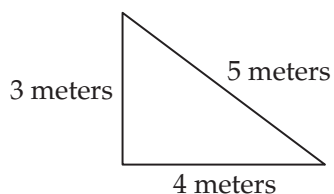


What is the length of the line segment to the nearest half-inch?

- ☐  $3\frac{1}{2}$  inches
- ☐ 4 inches
- ☒  $4\frac{1}{2}$  inches
- ☐ 5 inches

**16**

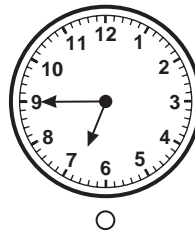
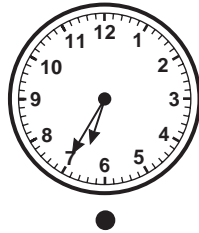
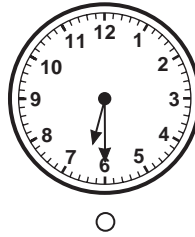
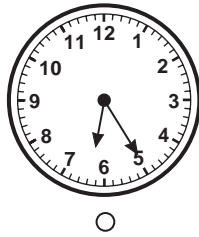
Look at the triangle below.



What is the perimeter, in meters, of the triangle?

- ☒ 12 meters
- ☐ 13 meters
- ☐ 14 meters
- ☐ 15 meters

- 17** Jack put dinner in the oven at 6:10 P.M. Dinner needs to bake for 25 minutes.  
Which clock shows when dinner will be ready?



- 18** Kari has the money shown below.



How much money does Kari have IN ALL?

- ☐ \$7.40  
☐ \$8.20  
☐ \$8.30  
☒ \$8.40

## Problem Solving

This standard assesses a student's ability to make decisions about how to set up a problem, to explain the reasoning and justify the procedures selected in solving a problem, and to make precise calculations and check the validity of their results in the context of the problem.

- 19** Carmen and Javier sorted a total of 100 colored markers. Carmen made groups of 5 and Javier made groups of 10. When they finished, Carmen had 8 groups.

How many groups did Javier have?

**Show All Work**

**Answer** \_\_\_\_\_ groups

### Exemplary Response:

- 6 groups
- AND
- Correct complete process

Sample Process:

- $8 \times 5 = 40$   
 $100 - 40 = 60$   
10 10 10 10 10 10

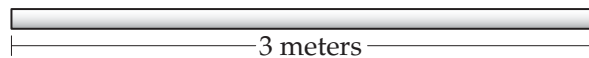
OR

- Other valid explanation

### Rubric:

- 2 points** Exemplary response
- 1 point** Correct answer only  
OR  
Correct complete process; error in computation
- 0 points** Other

- 20** For a gardening project Kelly must cut a 3-meter pipe into pieces that are 60 centimeters long.



What is the GREATEST number of pieces that are 60-centimeters long that Kelly can cut?

**Show All Work**

**Answer** \_\_\_\_\_ 60-centimeter long pieces

**Exemplary Response:**

- 5 60-centimeter long pieces

AND

- Correct complete process

Sample Process:

- 3 meters = 300 centimeters  
 $300 - 60 = 240$   
 $240 - 60 = 180$   
 $180 - 60 = 120$   
 $120 - 60 = 60$

OR

- Other valid process

**Rubric:**

- 2 points** Exemplary response
- 1 point** Correct answer only  
OR  
Correct complete process; error in computation
- 0 points** Other

# **ISTEP+** Grade 4 Item Sampler

Indiana Statewide Testing for Educational Progress

